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School Bags

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Meal in a Minute

Big Bikkie

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## School Bags

*Jenny McGill*  
*Welbourn School*

## Introduction

Welbourn School is a co-educational contributing state primary school catering for students from Year 1 to 6 and is rated decile 7. The school is situated in a well established residential area of central New Plymouth with children also coming from rural settings. We have a unique environment boarding the Te Heniu stream with mature native trees in our grounds that are home to Tui and Kereru (the wood pigeon is used as our school symbol).

Our present roll of 350 students consists of 86% New Zealand European, 9% Māori and 5% of students relating to other ethnic groups. Our school has a Sensory Resource Centre attached to the school, which is a base for 5 itinerant teachers for the deaf and visually impaired who work across the Taranaki region.

## Year Group

New Entrant/Year One

## Unit Focus:

Systems Technology.



*Lunch order box. I put my lunch order in the box – Georgiafililia*

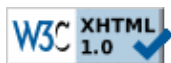


*I am putting my books away on their special shelves – Aaron*

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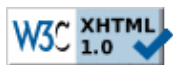


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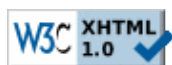
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## Pre-planning

To design a system for storing and retrieval system for placing school things in our bags. The teacher had noticed that when she asked students to get equipment/personal belongings out of their bags the students tended to pull everything out of them in order to find a specific item. It was apparent that the students either did not pack the bags themselves or that they had no system to order the packing of their bag.

In the school, bags are stored in the cloak bays but are brought into the room when necessary to remove and place items in them. This unit was undertaken early in term 2.

An issue was identified: "To be able to pack our bags at the end of the day and be able to close the zip."

The students were then asked:

1. What is a system? and came up with "A way of putting things away so that we can find them easily again, and for knowing how to do things."
2. What systems do we have in our classroom?
  - Boxes and containers to put our books in for writing, handwriting, reading, maths, poems, scrapbooks which are all named;
  - Cubbyholes, with our names on;
  - Containers for pens, pencils, and crayons;
  - Boxes for dress up clothes, toy cars, blocks, dolls;
  - Containers for music CDs and tapes;
  - Library corner stand to hold library books;
  - Hooks for putting our class hats on and a white board for writing the coloured hat and person's name who has borrowed the hat.

## Resources available:

Access to:

- School librarian
- School office staff
- School sports equipment shed
- Ambulance service
- Rescue Helicopter

In each situation we looked at their systems that are used to store equipment/items so that they can be readily found/accessed

## Additional information:

During the delivery of this unit the teacher looked for opportunities to develop students:

- creative writing skills (English)
- ability to illustrate objects (Visual Art)
- present informative (labeled) illustrations (Visual Art)
- oral language skills (English)
- ability to transfer their understandings across contexts/situations.



*I put my shoes under the heater – Jess*



*Library book in library box – Georgia*



*Lunch order – Lyric*

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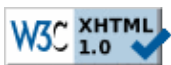
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## School Bags

### Delivery – part one

Learning Experience	Specific Learning Outcome	Assessment Task/Activity	Gateway
<p><b>Introduction</b> Selected students with no obvious system for storing their equipment/items to demonstrate how they pack their bag</p> <p>Analysing the assembled school bag to identify if there is a problem.</p> <p><b>Focus questions:</b></p> <ul style="list-style-type: none"> <li>• What have you got in your bag?</li> <li>• Can you get out (a specific item)?</li> <li>• Can you tell me where your lunch is in your bag?</li> <li>• What are you likely to need get out of your bag first thing in the day – where can it be found?</li> </ul>			
<p>Read a story to set the scene: "A place for everything" by Herbert McKay</p> <p><b>Classroom systems:</b> Discussion on systems operated in the classroom to store equipment and why they are important. Examples used were:</p> <ul style="list-style-type: none"> <li>• Reading books</li> <li>• Writing books</li> <li>• Games</li> <li>• PE equipment</li> </ul>	<p>Students can: Identify the need for a system for packing their school bags</p>	<p>Class and individual student discussion.</p>	<p>Knowledge</p>

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*I put my clothes in my drawers*  
– Tenisha



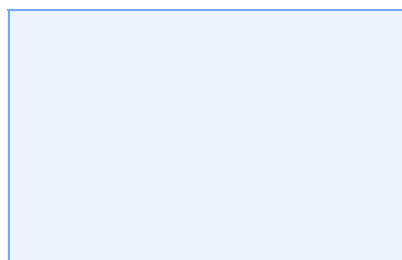
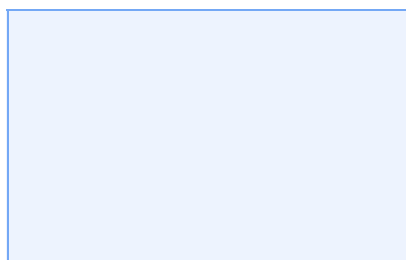
*Putting the lunch order in the box*  
– Aidan



Big book storage

Learning Experience	Specific	Assessment	Gateway
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	Learning Outcome	Task/Activity	
<p>School wide systems</p> <p>Visit to school office and library to look at systems that they use.</p> <p>Students to illustrate how items are currently stored in their bags.</p> <p>Exploration of how items are stored in other situations</p> <p>First aid kit – how items are packaged to allow ready access and so people can easily see what is contained within the kit without having to completely disassemble it</p> <p>Visit to:</p> <ul style="list-style-type: none"> <li>• Ambulance Service</li> <li>• Rescue Helicopter</li> </ul> <p>(prior to the visit the teacher briefed the people who would be talking to the students on the key concepts that she want the students to gain an understanding of/reinforce during the visit. During the visit the teacher continually questioned the students to focus their observations on storage systems)</p> <p>Key concepts for students to gain understanding of from the visits included:</p> <p>Importance of labeling where equipment is stored</p> <p>Importance of placing equipment in the same place all the time.</p> <p>All equipment in ambulances is stored in the same place and why this needs to be.</p> <p>How using storage systems enables these people to do their job efficiently.</p> <p>Discussion on the order of how items/equipment stored in school bags are used and the frequency of their use e.g.</p> <ul style="list-style-type: none"> <li>• Raincoats compared to lunch boxes</li> <li>• Book bags required at the beginning of each day and not placed back in bag until the end of day</li> <li>• Placement of water bottles, sunhats, school notices for home etc.</li> </ul>	<p>Students can:</p> <p>Describe what they observed using related vocabulary. (key words – system, storage, sorting, finding, collating, labeling)</p> <p>Students can</p> <p>Illustrate (with labels) contents of their bag and where they are placed.</p>	<p>Class and individual student discussion.</p> <p>Illustrated plans</p>	<p>Knowledge</p> <p>Skill</p> <p>Knowledge</p>





School office filing cabinets



Non-Fiction library systems



Using Plan to pack bags



The visit to the Ambulance and rescue helicopter services

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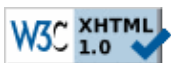
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## School Bags

### Delivery – part two

Learning Experience	Specific Learning Outcome	Assessment Task/Activity	Gateway
<p>Planning a storage system for students school bag (use of drawings to illustrate the layout of how their school bag could be assembled). Identification of prioritisation for what items need to be stored and how they are to be stored. (identification of class specifications) e.g. drink bottles stored away from book bags, raincoat at the bottom of the bag</p>	<p>Students can: Plan their storage layouts using the identified specifications</p>	<p>Illustrated plans</p>	<p>Tech. practice</p>
<p><b>Trial Packing</b> Students assembled their bags according to their plans.  Testing undertaking to see if:</p> <ul style="list-style-type: none"> <li>all items were contained in their bag with the zip closed</li> <li>if they could locate a specific item when requested</li> <li>if items were stored according to their order of use</li> </ul> <p>Teacher and peer questioning/discussion to test packed bags</p>	<p>Students can: Test their storage system against their plan (as illustrated) and the identified specifications.</p>	<p>Observation, individual student discussion</p>	<p>Tech. Practice</p>
<p><b>Evaluation</b> Class discussion to evaluate those storage systems (packed bags) that seemed to work well – identification of features that seemed to make them work well.</p> <p><b>Second trail for those systems that didn't work well</b> use of students who's planned system were deemed to be successful assisted other students to redesign their storage layout. Students required to illustrate their new layout. Students to take plans home and to discuss their storage system with their parents/guardians</p>			

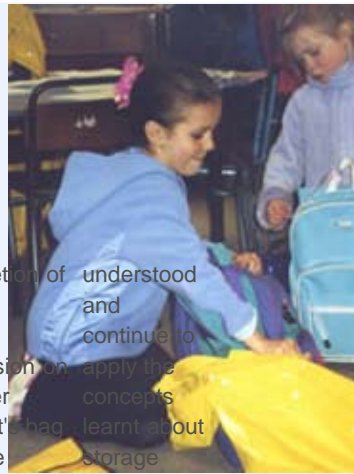
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Learning Experience	Specific Learning Outcome	Assessment Task/Activity	Gateway
Evaluation of final systems Approximately one week after	Students can: Demonstrate that they have	Student written description of their bag storage system.	Knowledge



Visit to ambulance service



Visit to ambulance service

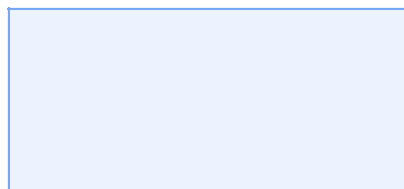
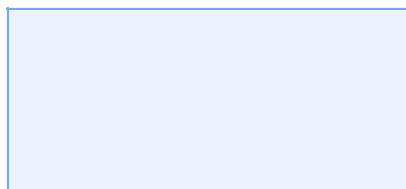
completion of unit  
 understood and  
 Class discussion on whether student's bag storage system is still working and what modifications they have had to make.

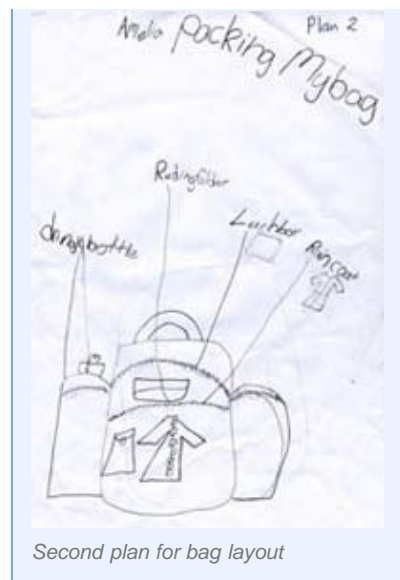
continue to apply the concepts learnt about storage systems.

Two months after completion of unit

Use of the Messy Monkey resource to see if students can identify the issues surrounding storage and lack of a system.

Possible extension – getting students to predict how they would need to modify their storage system to allow for inclusion or exclusion of items due to seasonal changes e.g. inclusion of swimming equipment, sunscreen during summer.





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### Outcome

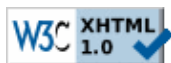
#### Comments by Jenny McGill

I have found working with [Cliff Harwood](#), absolutely invaluable. He has provided guidance and support for my teaching which has made a huge difference to my knowledge and practice. I have a much clearer understanding of Technology and greater confidence to teach this. It is challenging to make Technology real and understandable for junior children. Cliff has helped this happen for me. What a fantastic person to have in "Technology" learning. Anne Radford\* has also been superb in supporting technology teaching, guidance and knowledge; and also a valuable person in promoting technology. The unit was very successful with the children who several months later still know what a "system" is and how they are used.

\* Anne Radford is a Technology and Science Adviser who is employed by Massey University and is based in Taranaki (although she works outside of this region also). Anne is an extremely knowledgeable person and works in schools alongside teachers and children. She has an extremely good rapport with schools and is highly regarded.

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